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ABSTRACT

This introductory unit to the exploratory language program, "Around the World," developed in South Carolina discusses the nature of language and so provides a framework in which to fit subsequent learning. It seeks to make students aware of the language they already use unconsciously. In line with this goal, it is divided into categories of activities useful for introducing and reinforcing six major concepts about language: (1) a sense of identity is important to us and is intimately connected with language; (2) languages are codes devised by humans to communicate about things, ideas, people, concepts and actions; (3) we live in the changing world of our language; (4) language is a set of rules made up "by no one and by everyone"; (5) language is not always spoken, not always written, but sometimes unspoken and includes symbols; and (6) languages are born, grow, and die. Following these sections is a chart and explanation of language families. An appendix presents a dialogue about a man from outer space arriving on earth, activity suggestions, and an adaptation of an article on American personnel in Micronesia. (AMH)

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LANGUAGE: YOURS, MINE AND OURS

Introductory Unit To

AROUND THE WORLD

LANGUAGES AND THE PEOPLE WHO SPEAK THEM

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LANGUAGE: YOURS, MINE AND OURS

CONCEPT #1: A SENSE OF IDENTITY IS VERY IMPORTANT TO US.

A. Our names give us a sense of identity as individuals.

Your name is usually the first word you learn to comprehend. You think of yourself as your name. Other people think of you as that name.

*Activity: Ask some students individually whether they would feel the same if suddenly everyone called them by a new name. "Loretta, how would you feel if we all called you Irene?" Ask how they feel towards another student: "Would Moose be the same if his name were Alan?" Why are our names important to us?"

Parents usually go through an elaborate process to choose a child's name, and usually before it is born. Sometimes they have only one name in mind that will do. Some boys are dubbed, "Jr." or "III."

*Activity: Ask students what they would name a child. Why do fathers give sons their names with a "Jr."? How do they feel about this?

Long ago, ordinary people in England did not have family or "last" names. They were identified by their first names and their occupations or by their fathers (son of John---Johnson).

*Activity: Have students see if they can figure out where their names came from. Why are people so proud of their last names? Discuss what students think of a woman's changing her name when she marries.

In the Spanish culture, children keep the "last" names of their fathers and their mothers. The father's name comes first, followed by the mother's name. For example, Juan, the son of Mario Pérez and Isabel García, would be Juan Pérez García, although he would usually be referred to as "Juan Pérez."

*Activity: Have students give their names "Spanish style." What do they think of this arrangement?

What does it mean when a name is taken away from a person?

*Activity: Discuss situations in which names are changed or taken away from a person: in prisons, in monasteries, in science fiction tales. Why do some movie stars change their names? Crooks? What are the different reasons for the above?

Have students list numbers which would identify them (e.g., phone numbers, addresses, athletic numbers). What different numbers would identify their parents (social security, license number, tag number, phone number, occupation, etc.)? How would they feel about being called by a number?

B. Our language gives us a sense of identity as a group.

Why do you say what you do--and as you do? Each person is born into a language group. Most of us in the United States were born into the English language group. But even native speakers of English may pronounce things differently and express things differently, depending on the geographical area in which they were born or in which they have lived. These differences within a language are called dialects.

*It is interesting to observe some differences in the vocabulary of the British and the vocabulary of Americans. Here are some automotive terms which you would be using if you were a British teenager. You probably are aware that the British drive on the "wrong" side of the road. Do you think that they use "good" English?

British	American
Accumulator	Battery
Bonnet	Hood
Caravan	House trailer
Cubby locker	Glove compartment
Demister	Defroster
Drop-head coupe	Convertible
Dynamo	Generator
Estate Car	Station Wagon
Flat-out	Full speed
Gearbox	Transmission
Hood	Convertible top
Light	Window
Lorry	Truck
Luggage book	Trunk
Nave plates	Hub caps
Nearside	Left side of the road
Offside	Right side of the road

British	American
Overrider	Bumper
Saloon	Sedan
Scuttle	Cowl
Silencer	Muffler
Spares	Parts
Top	High gear
Windscreen	Windshield
Wings	Fenders

But we don't have to go to England to find such differences. There are different dialects of English right here in the United States.

*Activity: Have students see if they can discover different patterns of pronunciation among other students in the class. There will probably be, for example, variation in the way all students pronounce the following three words:

Mary marry merry

While someone from the Midwest would probably not distinguish between the vowel sounds in these words, a Southerner probably would:

Mary	(MAY ree)
merry	(MEH ree)
marry	(MA ree--a as in "at")

Are there any students in the class who were not born in South Carolina or in a southern USA language group? Do they sound different or have they re-learned language rules?

*Compare students' pronunciation of the following:

Ben been bin bean

*There may also be differences in these words:

a. small stream which flows through a farm (creek)
b. that part of a plant which is underground (root)
c. an instrument for writing which holds ink (pen)
d. what, besides gasoline, is put in a car to make it run (oil)
e. the rubber part around wheels of a car (tire)
f. your father's sister is your (aunt)
g. what we carry when it rains (umbrella)

Not only will pronunciation, or accent vary from one part of the state to another, or from one part of the country to another, but words themselves will vary. For example, an attic is a "garrett" to many people, a bag is a "tote," a closet is a "press," a soft drink may be called "pop" or "soda" and "y'all" in the South becomes "you guys" in the North.

NOTE: An excellent ITV resource on language dialects is "Home Rooted Language" Lesson 11, Wordsmith Series.

*Activity: Ask students which term they would use in the following. When students have supplied their answers, read them all the possibilities from the instructor's sheet (page 7). And don't be surprised if a number of new items (such as pig for policeman) should make an appearance.

HOUSEHOLD

1. a paper container for groceries
2. to put a single room in your house in order
3. a round water pipe found in the yard or garden
4. to separate peas from their natural holders
5. a web hanging from the ceiling of a room
6. a metal utensil for frying
7. the water device over a sink in the kitchen
8. a large porch with roof
9. rubber or plastic utensil for scraping dough or icing from a bowl
10. vehicle with wheels for a small baby
11. furry stuff which collects under beds and on closet floors

FAMILY

1. family word for father
2. family word for mother
3. term for those related to you by blood
4. term to show similarity between child and parent
5. the process of helping children through adulthood

AUTOMOTIVE

1. place in front of driver where instruments are
2. device for making the car go faster
3. place where maps and flashlights, etc., may be kept
4. term for causing the car motor to begin operating
5. compartment usually (except VW) in the rear for storing tools, tires, etc.

URBAN

1. a limited access road
2. grass strip in the center of a divided road
3. place where scheduled airlines operate
4. place where trains stop
5. place where firemen attach hose
6. term for policeman
7. place where you watch motor pictures in a car

NATURE

1. striped animal with strong offensive odor
2. worm used for a bait in fishing
3. dog of no special kind or breed
4. insect that glows at night and flies
5. large thin-winged insect seen around water
6. freshwater shellfish with claws; swims backward
7. center of a cherry or peach

FOODS

1. melon with yellow or orange insides
2. a spreadable luncheon meat made with liver
3. a carbonated but not alcoholic drink
4. a concoction containing ice cream and root beer
5. food eaten between regular meals
6. beans eaten in the pods
7. bread made of corn meal
8. large sandwich designed to be a meal in itself
9. a white lumpy cheese

GAMES

1. children's cry at Halloween time
2. to hit the water flat when diving
3. fast-moving amusement park ride on tracks
4. name of game in which one player chases others
5. name of the person from whom the others run

SCHOOL

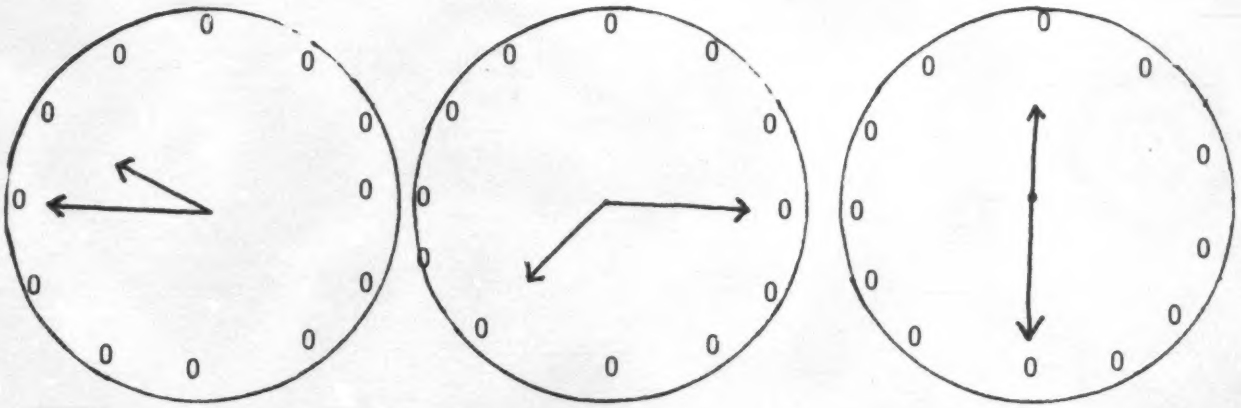
1. to be absent from school for guilty reasons
2. area surrounding the school buildings
3. drinking fountain

CLOTHING

1. knee-length pants worn by men
2. garment worn by women at the seashore
3. garment worn by men at the seashore

MISCELLANEOUS

1. someone from the country (derogatory term)
2. someone who won't change his mind is:
3. to become ill
4. description of the condition where illness is caused by the stomach
5. How would you express the time shown on the clock face below?



10

HOUSEHOLD

1. bag, tote, sack, toot, poke
2. clean up, do up, redd up, straighten up, tidy up, slick up, put to rights
3. faucet, spigot, spicket, hydrant, tap
4. to hull, to shell, to pod, to shuck
5. cobweb, dustweb, spider web, web
6. fryer, frying pan, skillet, spider
7. faucet, spigot, spicket, tap, hydrant
8. porch, portico, gallery, stoop, veranda, piazza
9. spatula, scraper, kid-cheater, bowl scraper
10. baby buggy, baby cab, baby carriage, baby coach
11. dustballs, dust bunnies, lint balls, dust

FAMILY

1. dad, daddy, father, pa, papa, pappy, paw, pop
2. ma, mamma, mammy, maw, mom, mommer, mommy, mother
3. my family, my folks, my people, my kin, my relations, my relatives
4. favors, looks like, takes after, resembles, is the spitting image of
5. raise, rear, bring up, fetch up

AUTOMOTIVE

1. dash, dashboard, panel, instrument panel, crash panel
2. accelerator, gas pedal, gas, throttle, pedal
3. glove compartment, pocket, compartment, shelf, cabinet
4. to start the motor, to crank the car
5. trunk, turtle hull, tire storage, tool cache

URBAN

1. interstate, turnpike, toll road, freeway, parkway, thru way, expressway
2. median, center strip, divider, grass strip, boulevard, apron
3. terminal, airport, air terminal, air field, port, field
4. station, railway station, depot, train stop, railroad station
5. fire hydrant, fire plug, plug, hydrant, water tap
6. cop, copper, policeman, fuzz, officer, bull
7. drive-in, drive-in movie, outdoor movie, outdoor theatre, passion pit

NATURE

1. polecat, skunk, woodpussy
2. angledog, earthworm, baitworm, mudworm, rainworm, fishbait, redworm
3. cur, common dog, cur dog, fice, feist, mongrel, scrub, heinz, mutt
4. firebug, firefly, lightning bug, candle bug, june bug
5. mosquito hawk, darning needle, ear sewer, snake feeder, devil's darning dragonfly, snake doctor, sewing bug
6. crayfish, crawfish, crawdad, craw, crab
7. pit, seed, stone, kernel, heart

FOODS

1. muskmelon, mushmelon, canteloup, mussmelon
2. liverwurst, liver sausage, gooseliver, braunschweiger
3. carbonated drink: pop, soda pop, soft drink, tonic, soda water, coke (!)
4. float, root beer float, black cow, Boston cooler
5. a bite, a snack, a munch, a piecemeal, a mug-up, lunch, nash, nosh
6. green beans, sallet beans, snap beans, string beans, beans
7. corn bread, corn dodger, corn pone, johnnycake, pone
8. hero, submarine, hoagie, poorboy, grinder
9. cottage cheese, clabber cheese, curd cheese, smear cheese, pot cheese

GAMES

1. trick or treat, beggars' night, give or receive, help the poor
2. bellyflop, bellybuster, bellyflopper, bellybumper, bellybust, bellybump, bellygrinder, bellygut, bellywhacker, bellywhopper, bellyslam
3. coaster, roller coaster, shoot-the-chute, rolypoly, rolycoaster
4. tag, allie-allie-in-free, chase, allie-allie-oxen-free, bee-bee-bumble-bee
5. it (are there any others?)

SCHOOL

1. play hookey, lay out, lie out, bag school, bolt, cook jack, be truant, skip out, skip class, slip off, ditch, flick, flake out, blow school
2. school yard, school ground, playground, lawn, yard grounds
3. cooler, water cooler, fountain, bubbler, drinking fountain

CLOTHING

1. shorts, bermuda shorts, knee pants, knee-knockers, walking shorts
2. swim suit, swimming suit, bathing suit, bikini
3. swim suit, swim trunks, bathing suit, bathing trunks, swim shorts

MISCELLANEOUS

1. backwoodsman, clodhopper, country gentleman, country jake, hayseed, hick, hoosier, hillbilly, jackpine savage, mossback, mountain boomer, pumpkinhusker, railsplitter, cracker, redneck, rube, sharecropper, stump farmer, swamp angel, yokel, sodbuster
2. bullheaded, contrary, obstinate, headstrong, pigheaded, stubborn, muleheaded mulish, set, sot, ornery, owly
3. take sick, get sick, fall ill, come down, be taken ill
4. sick at the stomach, on the stomach, to the stomach, with the stomach
5. (too many varieties--compare the answers given)

*Activity: In the previous exercise, have students discuss in each case, which sounds "right?" How do we react to different accents and different words? (We often think that what we speak is proper--that the other person sounds a bit "strange").

Point out that in each case the word a particular student uses is just one of many that exist--that no one dialect is "right" or more proper than any other. There are simply some terms and some ways of pronouncing words which are more common in particular areas.

*Activity: Use the map below to illustrate where different dialects are spoken in the U.S.

Let students imitate some dialect they have heard while others try to guess its origin.

Ask students if any have records they could bring to class recorded by British singers, country or western singers, etc.

Let students with tape recorders available at home record other dialects (neighbors, TV actors) to bring to class and let students guess the origin.

Have students choose a TV personality to imitate in class.

*Activity: Ask if students can distinguish between South Carolinians from different areas of the State: Low Country, Charleston, Piedmont, etc.)

Discuss what is meant by regionalism. Can ties to our region be just as strong as ties to our country? Why or why not?

C. Nothing is closer to us than our language.

The official language of the United States is English and even with all the variations we have just mentioned, we can all still communicate with each other. But there are many countries in which there are two, three, or even more official languages: Canada--French and English; Spain--Basque, Spanish, Catalán, Galician; Perú--Quechua, Spanish; Ghana--more than fifty different languages; Iran--four different languages; India--fifteen different languages; Switzerland--four official languages; China--seven different languages.

*Activity: Ask students how they would feel living in a country which spoke so many languages. Point out later that they do. There are many different languages spoken in this country. The United States, for example, has presently the fourth largest Spanish-speaking population in the world. How would they feel if they were English speakers living in Canada and French were declared the official national language?

Discuss whether students feel it would be nice if everyone in the world spoke the same language. Suppose the language chosen were French? Suppose the language chosen were English?

There have been attempts over the years to establish a "universal language." One of these was Esperanto.* More recently, a businessman in New Delhi has worked out a system by which numbers replace words in a numerical language called, Abasama.

*Activity: Have students discuss why these artificial languages were invented; what purpose they are intended to serve. What would be the advantages of such languages? Disadvantages? (Have them keep in mind that breakdowns in communication are just as easily caused by lack of knowledge or understanding of people from other cultures).

Artificial languages will always be limited to the world of quick business transactions. Why?

*Discuss: There are nearly 3000 different languages spoken in the world today and each one is a source of pride to its speakers. What is the difference between "artificial languages" and the "natural" languages spoken by the peoples of the world?

*For complete information on Esperanto write: Esperanto Library
Middletown, Wisconsin 53562

CONCEPT #2: LANGUAGES ARE CODES DEVISED BY HUMANS TO COMMUNICATE INFINITELY ABOUT THINGS, IDEAS, PEOPLE, CONCEPTS AND ACTIONS

A. Language is an infinite resource.

*Discuss: Do people ever run out of words so that they can't ever talk anymore? Can you ever use up all your language? We never run out of language; there's no end to it. There are words to talk about everything--we may not know them, but they exist. And we are constantly inventing new words and borrowing others from other languages.

B. Language is uniquely human.

*Activity: Collect and mount several pictures of familiar animals: cow, horse, chicken, pig, dog, cat, sheep, lion, bird, etc., and a picture of a person. Show one at a time to the class as a whole and after showing each one, ask the entire class to imitate the sound made by the animal. Show the picture of the person last. Students may have a confused reaction and look to you for an explanation.

*Discuss: As humans we made the same sounds that any of these animals could, plus any other sounds we wanted to. But none of them could made any sounds but their own. (Can a cow sound like a chicken, or a horse like a mouse? We can!) So humans are the only ones who have real language because we can talk about everything and animals can't.

If there were no people in the world, would the animals in these pictures have names? Language is just words made up by people who agree to use the same word to mean the same thing every time.

*Activity: Ask students if any of them had "secret codes" as children. If so, have them share these with the class. OR: Have students in small groups develop a secret code and see if the rest of the class can "break" it.

C. Our words keep our thinking tidy.

Plato, a Greek philosopher who lived over 2,000 years ago said, "When the mind is thinking, it is talking to itself."

*Activity: What does it mean when someone "thinks out loud?" Have students look at a picture and think out loud about those things which occur to them. Have them remain silent and "think" (about anything) for three minutes. Ask them if they were able to think without having words in their minds.

D. The name of a thing is not the thing itself. Language is symbolic.

In English, we identify something with a large trunk, bark, branches and leaves as a "tree." Our language has named it a "tree." Other languages will, of course, have different names for this object. When someone does something nice for us, we say "thank you." We cannot assume, though, that all people have words for "tree" or "thank you," only that they can tell the difference between a tree and maybe a building and can express gratitude.

*Activity: (Refer to the animal pictures once again.) Are there any real, actual living frogs and horses and chickens in the pictures that were shown? No, not real ones, just pictures to stand for the real ones. And the words we speak and write are the same as pictures: they just stand for (symbolize) the real thing.

When we were making the sounds of some of the animals, why do you think some of us made different sounds from others? ("Croak," "rivet," and "chugalug," for example, are different sounds for a frog.) So we have different ways of talking because there are so many different kinds of language. What would a boy or girl from France or Spain call some of the animals? How would they imitate the sounds these animals make?

In English, for example, we say a rooster goes, "cock-a-doodle-doo." Spanish children imitate this sound as "Qui quiri qui" (kee keeree kee).

(If you have any students of different language backgrounds or such resource persons in your area, you may wish to call upon them to share their "names" for certain objects with the class.)

E. Things we know about are things we have words for.

*Activity: Show a picture of a dinosaur and ask students to imitate the sound it makes. We cannot imitate this sound because we have never heard a real one before. Would a cowboy who lived long ago be able to talk about jet planes and rocket ships? No, because he never knew about them; but if he had seen them, he would. We do not have words for things that do not exist for us.

When we learn about something new, we learn new words. For example, if you became interested in skiing, you would become familiar with new words such as slalom, bunny hill, shoosh, snowplow, christie.

*Activity: Ask students to think of other examples from something new they have learned recently or are learning (sports, new hobbies, etc.) What new words have they learned in connection with this?

F. Our words come from many different places.

Languages borrow from each other. Many times if we don't have a word for something in our own language, we may borrow a word from another language.

The English settlers, upon arriving in Florida, remarked about a strange animal that they had not seen before. They asked the inhabitants of that region, who at that time were Spanish, what the name of this creature was. They were told "el lagarto" which in Spanish means lizard. From this, we now have the name, alligator.

*Activity: Ask students to find out where these words came from:

bonanza	chocolate	tornado	barbecue
hickory	raccoon	safari	canyon
incomunicado	frito	voodoo	

incognito	gusto	tycoon
moccasin	banjo	detente
yogi	plaza	mosquito

Some of our words are not borrowed directly from other languages, but instead are formed from words in other languages. Many of our words in English come from Latin words. The word, durare means "to last or harden" in Latin. From this word we get our English word durable. What other words in our language might come from this Latin word?

*Activity: Ask students what English words have developed from the following Latin and Greek roots:

biblion (book):
bios (life):
scrib (write):

*When a scientist invents something, he gives it a name. Sometimes this name indicates the object's function: telephone, television, phonograph, automobile, refrigerator. Have students list as many of these words as they can think of.

*We have many words in our language which are formed from two words: raincoat, lawnmower, razorblade, spiderweb. List as many of these as you can.

Sometimes the name of an object comes from the name of the "inventor" or from the name of a famous person or place.

*Activity: Have students find out "who" was responsible for the following:

sandwich
maverick
masochist
mesmerize
chauvinist
scrooge
Morse Code

*Activity: Have students invent new names for familiar objects around them, such as:

plant	ex:	"leafstick"
telephone	ex:	"alegrambell" (After Alexander Graham Bell)

Point out that the words we have for these objects today could just as easily have been names such as these.

CONCEPT #3: WE LIVE IN THE CHANGING WORLD OF OUR LANGUAGE

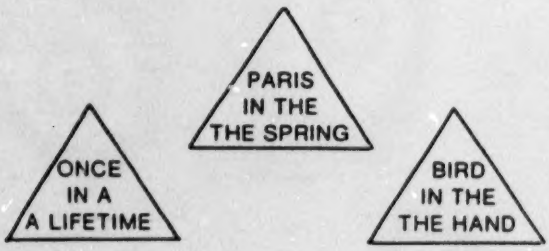
It has been said that we begin speaking as we think and end by thinking as we speak. As we learn our language, we also learn the customs and attitudes of our society.

A. Language is a function of place.

Where you were born or where you lived--the culture in which you were brought up--will, to a great extent, determine how you speak--and how you think. Different languages imply different ways of thinking. Other people see things differently. Some experts believe that the words or language we use influence the way we think--that Japanese, for example, have different thought processes, different logic, a different way of solving problems than we do because when a Japanese mind is thinking, it talks to itself with a whole different set of words.

Our language defines our world. Man's perception of the world about him is programmed, like a computer, by the language he speaks. Not only, then, do the peoples of the world speak different languages, but they inhabit different sensory worlds.

*Activity: Make a transparency of the following signs (or use a flip-chart or blackboard.) Have students read the three statements:



*Most people do not see the duplication of the article in each statement (Paris in the the spring; Once in a a lifetime; Bird in the the hand.)

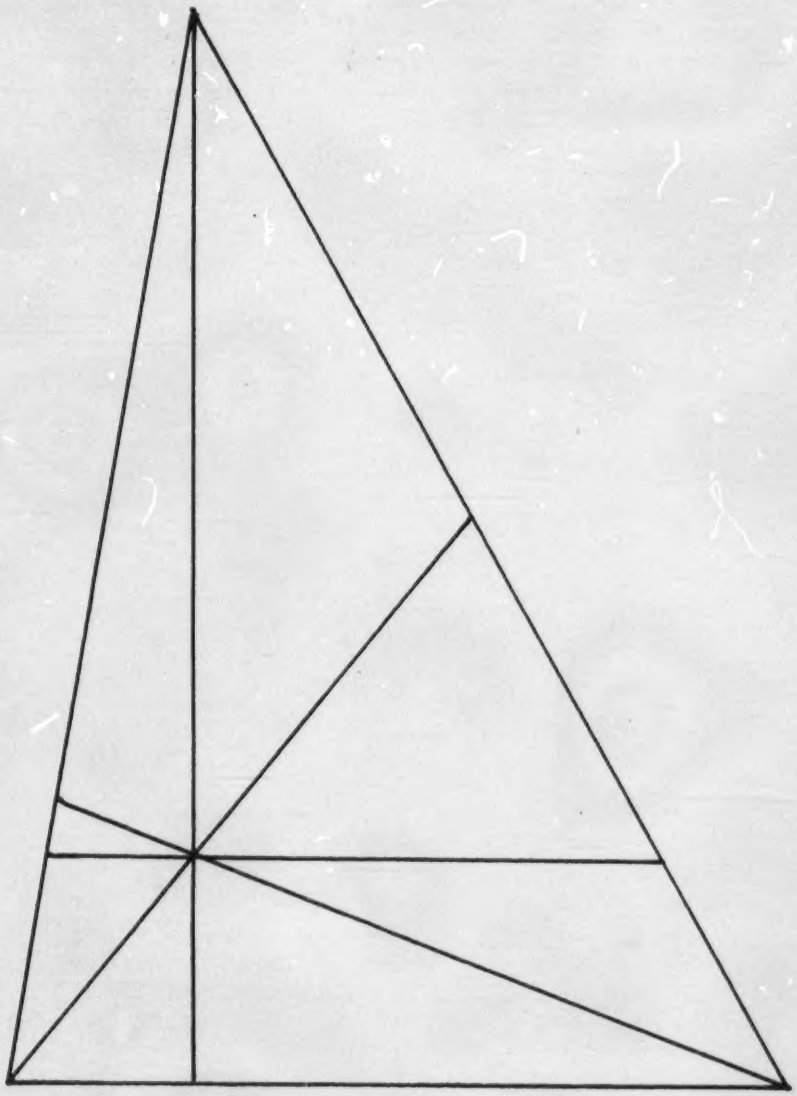
*Discuss:
- We see what we want to see;
- We perceive according to what we have been trained to see;
- We always try to make sense out of what we see;
- We see what fits our "cultural map."
- There are things that exist of which we are not aware.

(From: Training for a Cross-Cultural Mind, Pierre Casse. Society for Intercultural Education, Training and Research, Washington, D.C. 1979.)

*Activity: Have students make the following roman numeral into the number 6 by adding one line.

IX (Answer: "SIX". Our culture thinks in terms of straight lines.)

*Activity: Show the diagram below for no more than 15 seconds. Ask students how many triangles they see.



There is a common expression today, "Tell it like it is." But no one can tell anything "like it is," because as individuals, we all see things differently. Cultures, too, see things differently. It is not always easy to see things as someone else "sees" them.

*Discuss: "We can't shed our culture. Most of our culture lies hidden and is outside voluntary control . . . People cannot act or interact at all in any meaningful way except through the medium of culture."

We have already discussed the variety that exists in our own language in different geographical areas. Let's look at how culture influences language in other parts of the world.

*Activity: Have students draw a simple picture of what comes to mind when you say, for example, "building," "house," "family," "store." Discuss how their pictures might be different from those that someone in a European country might draw.

Americans might think of buildings in terms of skyscrapers; a house in terms of a suburban brick dwelling; a family in terms of mother, father, sister, brother; a store in terms of a large department store or supermarket. In other cultures, a house might be a room or an apartment in a larger building; a store might readily evoke the image of a small shop or even an outdoor market. The idea of "family" in many cultures is not limited to the "immediate" family of mother, father, sister, and brother, but would include also grandparents, aunts, uncles, cousins, in-laws, etc. As for skyscrapers, there are certainly people in other cultures who have never seen them.

We say the most about what is most important to us. Our language reflects what is important to us as a culture.

The Eskimos, for example, do not have one word for snow--they have sixty. Since snow is such an important part of their lives, they have words to describe what kind of snow, when it fell, the exact conditions. The Samoans do not have a word for "snow"--but then, the Eskimos have no word for"coconut." The Arabs have 1,000 words for "sword;" the Trobrian Islanders have thirty words for "yam." The Hopi Indians have two words for water (one for water in its free state; one for water held in a container).

In Hopi, there is no word equivalent to the word "time" in English. In Japanese and Arabic there is no word for "privacy." This does not mean that the concept does not exist for them, only that it is totally different from ours.

*Activity: Have students read "The Man from Outer Space" in this unit, page 33. What does this point out about what is important in the American culture? Ask students what else is so important in our culture that we have many names for the same basic items. (If students need help: Big Mac, Whopper, Quarterpounder, etc; names of current dance steps . . .)

Language reflects our attitudes:

In the U.S., when a child is misbehaving, a mother will probably say, "John, be good." We think in terms of "good" or "bad" actions. But notice what is said in other cultures:

In France, children are told to "be wise." Misbehaving to the French shows a lack of wisdom.

In Sweden, children are told to "be friendly." Misbehaving to the Swedish is considered unkind.

In Germany, children are told to "stay in line." Misbehaving to the Germans is considered "nonconformist."

Here, in the United States, if we were standing on a street corner and someone came up to us and pushed us out of the way, we would consider that person very rude. We have in our culture some unwritten laws--the spot on which we are standing, for example, is our "space". (We even build fences around our yards--they are our property.) But to an Arab, this behavior would not be considered rude. His concept of property is not the same as ours. The Arabs do not even have a word in their language for "trespass." Compare this to the fact that in English there are well over 5000 words that refer to "space."

B. Language is a function of time.

We are always learning a new word every time we learn about a new thing, and we also forget about some words if we don't see much use in them or if we don't talk much about what they stand for. People are always adding new words to language and getting rid of others not of much use anymore.

Many words have passed out of use because the obsolete customs, beliefs, and objects they described have changed or were replaced by others.

*Activity: The following English poem was written around 1150. See if your students can understand what is being discussed here:

In Praise of Bellytimber

Glop the bellytimber, givel the plate
Let the reelpot pass the jubbe.
Let vasquines paggle and contours dumple,
'Tis not melpomenish, nor worth the
Whoopubb.

A lennow porknell might be eyndill
Of fairheaded younghedes who keak
at his paunch;
But though I fellowfeel with his nithe,
I'd rather tipsycakes than earthapples
for lunch.

From: Poplollies and Bellibones.
Susan Kelz Sperling.
New York: Peguin Books, 1977.

Did you ever imagine you'd have to translate your own language? If this seems difficult to understand, imagine the trouble the 12th century poet would have with our modern-day version:

In Praise of Food

Pig out, man!
Tell the barkeep to pass the booze.
Hang loose and don't worry what you look like.
It's not worth the hassle.

A fat slob might be jealous
Of cool young guys who make fun of his beer gut.
I can dig where these guys are coming from
But I'd rather have the junk food than all that diet stuff.

A teenager of the 12th century poet's day would not have said he was depressed, but rather that he had the "mubblefubbles."

A secret that you can hardly contain would have been a "hushbuster."

And if you put your foot in your mouth and said something you did not want someone to hear, you would have made a "blabburt."

Back when our country was mainly a society of hunters and farmers, we had quite a different language composed of words which reflected our way

of life. As we have become a technological society, we have developed a new language to go along with it.

*Activity: Ask how many students can identify the following words:

spavined - (malformation of bones)
fetlock - (back of joint above hoof)
snaffle - (bar bit)
sorrel - (reddish horse with red mane and tail)

Point out that students born in the 1860's would have been very familiar with these horse and bridle terms.

We still have many of our old English relics around us. Ever wonder why the animal is a pig when he's alive and pork when he's dead? In a hunting society, we had a great many different words to talk about game.

If they were alive, we called them:
ox
calf
sheep
swine

If there were dead and cooked, we called them:
beef
veal
mutton
pork

In fact, there was a different word to talk about carving each animal.

And when we saw them gathered in groups, we called them:

a school of fish
a flock of birds
a herd of cattle
a pride of lions
a gaggle of geese
a skulk of foxes
a covey of quail.

In fact, we even have different words to talk about animal babies:

colt	calf
cub	piglet
puppy	lamb
kitten	foal
fawn	kit
	kid

And look how much our written language has changed:

1258 Proclamation by King Henry III

Henri, þurȝ Godes fultume King of Engleneloande, Lhoauerd on Yrloande,

Duk on Normandi, on Aquitaine, and Eorl on Aniow, send igretinge to alle hise holde, ilærde and ileawede, on Huntendoneschire. Þæt witen ȝe wel alle þæt we willen and vnnen þæt, þæt vre rædesmen alle, oþer þe moare dæl of heom, þæt beoþ ishosen þurȝ us and þurȝ þæt loandes folk on vre kinerich, habbeþ idon and shullen don in þe worþnesse of Gode and on vre treowþe, for þe freme of þe loande þurȝ þe besiȝte of þan to toforeniseide redesmen, beo stedefæst and ilestinde in alle þinge a buten ænde.

Translation:

Henry, by the grace of God King of England, Lord of Ireland, Duke of Normandy and Acquitaine, and Earl of Anzou, sends greetings to all his subjects, both clerical and lay, in Huntingdonshire. You are all to know well that we will and agree that whatever all our councillors, or the majority of them, who have been chosen by us and by the common people in our kingdom have done and shall do, to the honor of God and in fidelity to us, for the benefit of the country by the wisdom of the said councillors is to be firm and lasting in all respects without end.

C. Language is a function of age.

Do your parents, grandparents, teachers talk the same way you do? Have you ever heard anyone say, "he just doesn't speak my language?" What does this mean?

*Activity: If something is really good, what word(s) do you use for it? Write a list on the board of these words (keep this list for following activity.) Students will give currently fashionable slang: cool, super, great, bad, terrific, fantastic, etc.

Discuss why they chose these words instead of "grand" "swell" or "keen" for example. After discussing the importance of peer group influence, ask them why older people--"parents, grandparents" don't use words like "cool," "bad," "superbad," "badscene," "rap," "vibes," etc.

What words do their parents use? Have them ask parents what words were fashionable in "their day."

*Many people refer to a refrigerator as an "icebox," and to a frying pan as a "spider?" Why is this so?

We don't expect babies to talk like adults; we don't expect adults to talk like babies. Our expectations of a person's language ability depend a great deal on the person's age.

In some cultures, people use the language to show respect for age, sometimes by having two words for "you"--one word is used when you're talking to younger people, or people of your own age; one is used for older people.

D. Language is a function of sex.

Do men and women speak differently? In some cases they do. When you study Japan, for example, you will find that the Japanese language has several "levels" of speech. There is a "formal" style of speech, a more "familiar" form of speech, and still another form which is more coarse than the others. The women more appropriately use the formal style of speech. What differences in speech styles are there in our own language?

*Activity: (Use the list on the board from the previous exercise.) Refer to the list on the board and ask students why they didn't use words such as "delightful," "grand," "splendid," "enchanting," "lovely."

Ask Jane, "What would you think if Moose came up to you and said, 'that's a darling sweater you're wearing.'" If Moose dropped a book on the floor, would he say, "Gracious me!"?

*Speech differences between sexes are, however, becoming less and less obvious in our culture, as in many cultures. Why is this so?

*Form two lists on the board, one for the male students, one for the female students. Ask each group to give adjectives that would describe the following. Note any similarities or differences.

1. a good-looking guy/girl
2. a sports car
3. a puppy
4. a new sweater

E. Language is a function of occasion.

Do you always speak the same way? Do you talk the same way at home as you do to your friends at school? Do you talk the same way in the classroom as you do outside the classroom? Why?

How do politicians speak when they are talking to a group of people? Do you think they speak this way at home with their families?

Language shapes each person's social image and shapes other people's opinion of you.

Resource for this unit: Speaking of Languages. #512 275. Guide Associates of Pleasantville. Pleasantville, NY 10570.

CONCEPT #4: LANGUAGE IS A SET OF RULES MADE UP "BY NO ONE AND BY EVERYONE."

A. Groups agree to express things a certain way.

Languages survive because groups of people generally agree to express things a certain way--to follow certain rules. If I decided to suddenly call a tree a "perfunger", I would be breaking the rules of my language, English, and no one would be able to understand me.

Among people who speak the same language there is agreement as to what things are called and how things are to be expressed.

For example, when we make the sound poor, anyone who speaks English would know we are meaning either "not rich" or "not good." But if we made this sound to a Frenchman it would mean something entirely different. The sound poor (pour) in the French language means "for" (for you: pour toi [poor twah]; for me: pour moi [poor mwah]).

In English we make the sound "see" when we want to express the idea "using the eyes." This same sound in Spanish means "yes."

Different languages agree to a set of sounds which they give to the letters of the alphabet (there are also many, many different alphabets.) In English, for example, we agree to give the letter d the sound as in the word "Dad." In Spanish, the letter d may have a "th" sound. In

English we give the letter "h" a sound as in the word "hat." In Russian this letter is pronounced like our n and in Spanish they have this letter h also but it is never pronounced!

We agree in our language to order our words a certain way. We say, "The dog bites John," and if this is the idea we want to express, we must place our words in just this order. We can't, for example, say "John bites the dog," and mean the same thing. But other languages may put their words in a different order and in some languages the order of the words really doesn't make any difference. They might say, for example, (and in their own language of course) either: "John the dog bites" or "Bites John the dog."

In English we use two words to express the idea, "I go."
Spanish uses one word: "Voy" (boy)
Japanese can use one word or three: watakushi ga ikimas

In Eskimo, one noun can have 1,000 different forms. In Siam, one set of words is used for talking about the family, another set for polite talk, and a third different set to talk about the Emperor.

Many languages do not have words for "a" and "the": "I see book."

Whereas in English we say I study, I studied, and I will study, the Mandarin Chinese have only a present tense. To express a completed action or a future action, they simply add other words such as "today," "tomorrow," or "yesterday" etc., to indicate the time of the action.

While English may use one word to express two totally different ideas, other languages may convey each idea with a separate word:

Example: In English we use the word "free" to mean

1. at no cost
2. open
3. having liberty

We use the word "work" to mean:

1. to labor
2. to function (the watch doesn't work)

In other languages, since all of these are separate ideas, there may be separate words for them.

B. What we agree upon in our language may not make sense to others.

As you study other languages, you may find yourself thinking, "it just doesn't make sense to say it as these people do." Languages do not "make sense," especially if we expect them to be like our own. Our language makes sense to us only because we are used to it. If we try to tell someone from a different language background that English makes sense, it will be difficult to convince him. Look at the following:

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, slough and through.
Well done! And now you wish, perhaps
To learn of less familiar traps?

Beward of heard, a dreadful word
That looks like beard and sounds like bird.
And dead; it's said like bed, not bead;
For goodness sake, don't call it deed!
(They rhyme with suite and straight and debt.)
A moth is not a moth in mother
Nor both in bother, broth in brother.

And here is not a match for there
Nor dear and fear for bear and pear,
And then--there's dose and rose and lose--
Just look them up--and goose and choose,
And cork and work and card and ward,
And front and font and word and sword,
And do and go, then thwart and cart,
Come, come, I've hardly made a start!

A dreadful language? Why, man alive
I'd learned to talk it when I was five,
And yet to write it, the more I tried,
I hadn't learned it at fifty-five.

Here are some more examples:

We'll begin with a box and the plural is boxes
But the plural of ox should be oxen, not oxes,
The one fowl is a goose but two are called geese,
Yet the plural of mouse should never be meese.
You may find a lone mouse or a whole set of mice,
Yet the plural of house is houses not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?

If I speak of a foot and you show me your feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why should not the plural of booth be called beeth?
Then one may be that, and three would be those,
Yet hat in the plural wouldn't be hose
And the plural of cat is cats and not cose.
We speak of a brother and also of brethren,
But though we say Mother, we never

say Methren.
Then the masculine pronouns are he, his, him
But imagine the feminine she, shis, and shim.
So English, I fancy you all will agree
Is the silliest language you ever did see.

Some of our figurative expressions may seem just as crazy when examined by someone of another language--as would theirs to us. In English, "to put on the dog" does not mean to wear a poddle and "to rain cats and dogs" certainly would be an impossibility. In Spanish "to throw the house out the window" simply means to give an exceptional party and "to pull someone's hair" is "to pull someone's leg" (tease) in English. In French, a "little cabbage" is not a salad but a girl you like. In Arabic, "your foot!" means "please let me through." Then there's the exclamation, "my foot!" in English . . . "Cool it" simply means "take it easy" . . and what does that mean?

*Ask students to think of more expressions that Americans or English-speakers use that would puzzle a foreigner who did not understand the agreement about what the expression meant.

*Analyze idiomatic expressions such as:

Off the top of my head
Beating around the bush
Bite the bullet
To get the picture
To have a ball
On the up and up
Piece of one's mind

CONCEPT #5: LANGUAGE IS NOT ALWAYS SPOKEN, NOT ALWAYS WRITTEN

One writer has said that "words are just the music that goes with the dance of communication." It has been estimated that about 70% of what we communicate to other people is done without words.

A. Gestures: The Silent Language

People of every culture have certain symbolic moves of the face or body that they agree upon to mean certain things. Ask students what is the most common classroom gesture? Is raising your hand to speak appropriate at the dinner table?

*Activity: Ask students to convey the following messages without the use of words:

Hi!
You're late again!
Will you go with me?
I'll hit you.
Come here this instant!
Be quiet!
I don't like it.
Man, am I tired!
I can't believe it's true.
There were three of us.
Shame on you!
Keep away!
He's crazy!
Oh! I forgot!
It just came to me!
What can I say?
No way!

Have each member of the class, without telling his choice, select one of the statements from the list below and first, by gesture only, take a turn giving a silent demonstration of the gesture he thinks goes with the message he has chosen. The other members have no more than three tries to guess which statement is being demonstrated. Following three wrong guesses, the performer combines the gesture and his chosen message.

a. Peace.
b. Have a seat
c. Get out and stay out!
d. Speak up. I can't hear you.
e. I'm worried.
f. How was I to know?
g. Eek! A mouse!
h. The fish was this big!
i. Everything is A-OK.
j. Aw, g'wan you're putting me on.
k. Psst!
l. Stay away from me!
m. He's a little goofy.
n. Stop right there!
o. How do you like my hairdo?
p. Welcome to our home.
q. I've had it up to here with your nonsense!
r. I can't take it any longer!

*Hand out the Know Your Own Gestures questionnaire on the next page. Let students fill it out and then discuss answers, or go through each one orally, letting individual students respond.

Know your own gestures

Does it mean anything special if you:

1. Nod your head
2. Shake your head
3. Nod your head slowly
4. Toss your head to the right or left
5. Jerk your head to one side
6. Toss your head to the right and left several times, or even twice
7. Bow your head
8. Lift your head
9. Stick out your chin
10. Stick out your lower lip
11. Stick out both your lips
12. Curl your upper lip
13. Wrinkle your nose
14. Wink
15. Blink
16. Bare your teeth
17. Suck your teeth
18. Whistle
19. Gather your eyebrows together
20. Raise your eyebrows far apart
21. Glance upwards
22. Glance downwards
23. Glance to one side
24. Look away from the person talking to you
25. Stare
26. Wave your hand
27. Shake your hand in the air
28. Wiggle your hand
29. Wiggle your index finger
30. Wiggle your little finger
31. Point your finger
32. Point two fingers; point a thumb and little finger
33. Hold up all five fingers
34. Hold up your thumb
35. Make a circle with your thumb and index finger; make half a circle
36. Make a fist
37. Shake your fist
38. Point with your fist
39. Wiggle your fist
40. Clap your hands
41. Clasp your hands
42. Hold up your hands palms out
43. Hold up your hands palms in
44. Hold up your arms

45. Hold up one arm
46. Fold your arms
47. Spread out your arms
48. Stamp your foot
49. Shake your foot; wiggle your foot; wiggle your toes
50. Plant your feet

*Activity: To illustrate the importance of gestures and facial expressions, try the following: Use paper bags and cut openings for mouths. Select students; have each speak in turn on one of the following subjects with a bag over his head:

How I feel when I eat lemons
How I look when frightened
How I look when eating spaghetti
How I comb my hair
How I apply make-up
How I get water out of my ears
How I look when very happy

Describe the following without the use of hands:

a man with a goatee, sideburns, and a moustache
how to make a set shot in basketball
how to apply make-up
how to mix a cake
how to serve a tennis ball
how to sweep a floor
how to shave
how to clean your fingernails

Using the entire body is usually the way that emotions, feelings, and moods are portrayed. Intellectual meanings are usually carried by specific signals. Practice the following using hands, face, and body:

An old man who seems contented.
An old man who seems unusually happy.
An old man who seems to be mean.
An old woman who can't see well.
An old woman who is very friendly.
An old woman who is a "fuss budget".
An old woman who is a chatterbox.
An old woman who is lonesome.
A man who is full of pride.
A man who is full of anger.
A man who is full of hatred.
A boy who just got his first date.
A boy watching a sunset.
A boy watching a sunset with a girl.
A girl buying perfume.
A girl who is waiting for a phone call.
A boy who has just run a 100-yard dash.
A very nervous person.

The One Man Show:

Have one person take all the roles and act out (nonverbally) the following:

having a committee
attending a movie
getting stuck with a car having a flat tire
baby sitting
asking parents for money
bring home the report card
going on a picnic
rehearsing a play

(FROM: Speaking by Doing. William E. Buys. National Textbook Co., 1977.)

*Activity: In small groups of 6, prepare a 3-minute skit involving an "incident" at school, at home, etc. Half of the group will present the skit role-playing three characters but will only talk, using no body movement, emotions, or expressions. This group will go first, and then the other members will present the same skit using expression and movement. After the presentations, have a class discussion on the need for nonverbal cues in conveying emotional information.

B. Not everyone "speaks" the same gestures.

Gestures, like words, do not have the same meaning for all language groups. Demonstrate that gesturing "come" in English means waving "good-by" in Spanish. Speakers of English usually count by starting to hold up the index finger first; Japanese start by pulling down (into the palm) the little finger first.

*Activity: Have students try some of these typically French gestures:

"How should I say this?" (When you're grasping for the right word.)

Pinch the fingertips of the right hand together and shake them back and forth in front of the chest, holding the arm still. Give a concentrated look and act like you want to say something.

"You're a pain in the neck!"

Tilt the head slightly to the right. With the right hand half closed, rub the right side of the face with the back

of the fingers (as if feeling a growing beard). The eyes are fixed onto the other person as if begging him to stop.

"Just between me and you."

Put both hands to the face, one on each side, with the palms forward, the thumbs under the chin and the fingers near the eyes. The eyes are wide open and the lips are rounded as if saying "Hush!"

"You've got the nerve!" (Also means "how conceited!)

The right thumb and index finger make a circular motion on the right temple, as if unscrewing.

"That's incredible!"

Eyes wide open and lips slightly apart. Put the index finger of the right hand along the right side of the nose.

"O.K."

A slight smile and a wink which is held for a brief time.

"Would you like something to eat?"

Cup the right hand with the palm turned up and move it rapidly up and down toward the open mouth two or three times with a questioning look on the face.

Touching (a hand on the shoulder, arm, or back of another person) is another part of communication. Americans are not "big" on touching generally. This, too, is culturally determined. In one study of different cultures, Laurence Wylie (an expert on body language) counted the number of times that people of different cultures touched each other within an hour during a normal conversation. He found that the British did not touch each other at all during an hour of conversation; the French touched each other 120 times and the Puerto Ricans touched each other 180 times!

*Have students discuss how they feel when someone puts a hand on their shoulder when talking to them: angry? surprised? frightened? uncomfortable? pleasant? Explain that these feelings are a result of our culture.

C. Space: The Silent Gesture

How close is "close?" Americans are noted for liking to carry around an invisible space bubble; often people in our country who do not collide but come close to it, both say "Excuse me" because the space bubble has been bumped. Many foreign businessmen find it insulting that American businessmen want to meet with a desk between them. Americans, on the other hand, at an Embassy party, keep backing away from a foreigner who keeps standing "too close" while conversing.

*Activity: Have students observe in the halls or after school how close people stand to each other when they are talking. Have them try to mentally estimate the distances. They may discover that there are different kinds of "distances," depending on how well the people talking know each other. There are, actually, certain categories of distances: intimate, personal, social, and public.

Intimate distance in the U.S., which is used for very close friends is usually about 6-18 inches. Personal distance, used for very involved conversations may be between two and four feet. In Puerto Rico, however, casual conversation may be carried on at 6-18 inches.

Additional library references:

Edward Hall, The Hidden Dimension (Chapters 10, 11, 12). Doubleday (New York, 1966).

Reusch, Jurgen and Kees. Non-Verbal Communication, Univ. of Calif., 1956.

D. Symbols, Signs, and Close Encounters.

We have certain symbols in our culture that immediately communicate to us without words. There are by now, for example, perhaps few people in the U.S. who do not immediately recognize the symbol of the "golden arches" as MacDonald's. Some of the symbols we use are universal--that is, they are recognized in most other cultures. Some of our symbols are uniquely our own.

The nearest thing to a truly universal language is one called "Blissymbols," invented by Charles Bliss. It is made up of 14,000 symbols which express feelings and ideas as well as tangible things. Because its characters are symbolic, it may be used by people of any linguistic background. Some of its symbols are already well-known in public places--the wheelchair sign for handicapped parking, for example. Ask if students can think of any others (restroom doors in very modern buildings, for example.)

Highway signs are rapidly becoming universal so that by knowing how to drive in one country, the driver finds it easy to drive in other countries.

*Activity: Have students draw a map of the route home and indicate proper traffic signals along the way.

Discuss the various flags and symbols in daily use: national flags and what they mean besides the name of the country: the half-mast flag, the upsidedown flag, the white flag, signal flags, the red flag.

*What do the following symbols mean? How many do you suppose are universal? How many are just in the U.S.?

red light
peace dove
witch hat
cross
star of David
swastika
red cross
skull and cross bones (recently replaced by the green-faced "Mr. Yuk")
a crossed fork and spoon

Have students list any other symbols they use or are familiar with.

*Signing, the language of the deaf, is a language spoken through hand gestures and facial expressions. Students may want to try saying a simple "How are you?" in sign language.

HOW

Place the curved hands back to back with fingers pointing down; turn hands in this position until fingers point up.

ARE

Place the tip of the index finger at the mouth; move it forward, still upright.

YOU?

Point the index finger out. For the plural, point the index finger out and move from left to right.

*Discuss: Are there other ways of communicating that we have not discussed in this unit? What "language" was used to communicate with our visitors from outer space in the movie, "Close Encounters of the Third Kind?"

E. Language is not always written.

It has been said that writing extends language, much like the telephone extends the voice, or the computer extends the brain. But the source and substance of language is that which is spoken. There is much that can be communicated in speech that cannot be communicated as easily in writing.

*Activity: Write the following sentence on the board, "I like my job." Say this sentence to the class four times using four different intonation patterns: first stressing the "I", then stressing the "like" in the sentence, next the "my" and last the "job." What different ideas are communicated by each sentence?

CONCEPT #6: LANGUAGES ARE BORN, LANGUAGES GROW, LANGUAGES DIE.

Today there are nearly 3,000 separate spoken languages. Some, such as English and Chinese, are spoken by hundreds of millions of people. Others, such as some of the native tongues of the American Indians, are spoken by only a few thousand or a few hundred people.

More than half the world's population speak languages that are definitely related. This vast family of languages is called Indo-European because it includes tongues spoken by people from northern India all the way across Europe. The Indo-European group includes such different languages as Russian, English, Hindi, Persian (Farsi), Greek, Armenian and Welsh. (See chart on page 40).

The rest of the world's people speak languages that seem to be unconnected with Indo-European tongues. These fall into separate families, and we can only give a rough idea of what they are here.

*Activity: Ask students what they think is the largest language group (Mandarin Chinese). The smallest language group is that of the Abdaman Islands of India: 400 people. Ask students why it is logical that the smallest language group is on an island.

Make a transparency of the "Top Twelve" language groups. (Page 39). Ask students where these languages are spoken: French - (3 countries); Spanish - (20 countries); English - (3 countries); Portuguese - (2 countries).

Have students select 10 languages of interest to them (other than English) and be able to show where they are spoken.

Language growth and life is an on-going process.

If an Almanac at least 10 years old is available, comparisons of how many people speak what, can demonstrate how some languages are slowly dying, others growing.

Have students find out what happened to the language, "Dalmation." Where was it spoken? When did it die? Why?

*Activity Note

One of the recommended ways to present this material to students is to surprise them by naming some of the obscure (to us) languages and reading how many people speak them:

Rajasthani (India)	16,000,000
Uzbek (USSR)	10,000,000
Fula (Africa)	29,000,000
Wu (China)	46,000,000

It is suggested that the teacher either let students ask about languages and countries that interest them, or let students work in small groups. For example, from the list of living languages, let them pick some that seem obscure to them, and then look up the language population and where they are spoken.

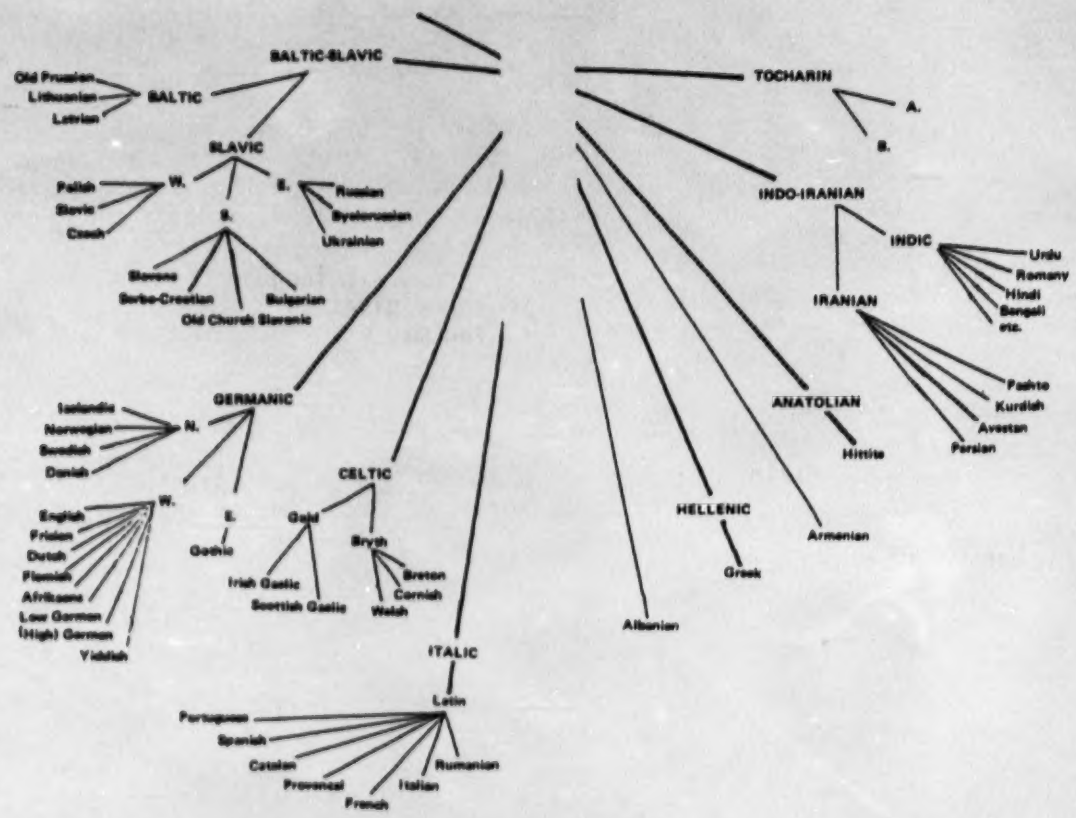
THE TOP TWELVE

Languages of the World (1981 figures)

From: The World Almanac and Book of Facts, 1981

Language	Millions of Speakers
Mandarin Chinese	701
English	386
Hindi and Urdu	305
Russian	265
Spanish	245
Arabic	147
Portuguese	145
Bengali	144
German	119
Japanese	117
Malay-Indonesian	109
French	103

INDO-EUROPEAN



LANGUAGE FAMILIES

INDO-EUROPEAN FAMILY: This is by far the largest group of languages; over half the world's population speaks some of it. The Indo-European language group, of which English is a member, is descended from a prehistoric language used somewhere during the Stone Age.

We can easily see the roots of this prehistoric language in our own Modern English: (The American Heritage Dictionary gives an extensive list of Indo-European roots in the appendix; you may wish to consult this for further examples.)

abel	- apple	
agro	- field	(Became Latin ager (district, property): agriculture, agrarian, etc. Became English acre).
baba	- indistinct speech	Became English "baby," "babble." Became Greek "barbaros" - foreigner (one who speaks incomprehensibly) which became English "barbarian," "barbarous," "brave."
man	- hand	What English words come from this root? (manufacture, manual, etc.) Became Latin "mandare" (to give into someone's hand). What English words come from the Latin root? (command, demand, mandate).

Languages Within the Indo-European Group

Germanic - Swedish, Finnish, Norwegian, Icelandic (languages closest to that of the Vikings)

German, Yiddish

Dutch-Flemish; Afrikaans; Frisian

English

Italic - Latin
From Latin: French, Spanish, Portuguese, Italian, Rumanian, Catalan

Celtic - Breton, Welsh, Irish, Sctos Gaelic, Manx
Cornish died in the 18th century

Greek -

Balto-Slavic - Lithuanian, Latvian; Old Prussian now extinct for several hundred years.

Serbo-Croatian, Slovenian, Bulgarian
Russian, Ukranian, Byelorussian
Czech, Slovak, Polish

Indo-Iranian Hindi-Urdu, Bengali, Panjabi, Gujariti, Marathi, Nepali, Kashmiri, Oriya, Rajasthani
Sanskirt which died 1200 B.C.; no record of how it sounded.

Persian, Pashto, Ossetic, Kurdish

*Discuss: Why do some languages die? Geographical separation, invasion, immigration.

How are languages "born" (begin by dialects, become established by languages)?

What is meant by "languages grow?"

*Summarize the importance of mass media, world travel, international TV on uniformity of language development within a given language group.

THE MAN FROM OUTER SPACE

Man: Pardon me, can you tell me what that green object is?

You: Oh, yes, that's a car. You see, it has four wheels, it's made of metal, a man is driving it down the street, and it has windows so he can see out, and an engine under that front part that makes it go.

Man: I see. Then that blue object is also a car, just like the green one.

You: Well, yes and no. They're not really the same. That blue one is a pickup. You can see how it has a different shape.

Man: I must have two that are the same to take as specimens. What about that red one? Is it the same as the green one?

You: (Laughing a little). Oh, no! The green one is a Chrysler Imperial, and the red one is just a little Corvette.

Man: Are they not both cars, one larger, one smaller?

You: Well, yes, but they're very different. Besides, the Corvette is a Chevrolet ---

Man: Not a car?

You: Of course! A Chevrolet is a car. But a Corvette is the sports model. Totally different design.

Man: Can you point out to me, please two Chevrolets or two Chryslers? I must find two of the same as specimens.

You: (looking up and down the street full of cars) Well, I don't see any just now. There's another Chevrolet, but it's a station wagon, while that Corvette is a two-door, and that one over there is a Chrysler all right, but it's a convertible, and the white one isn't what you want at all -- a Buick, and a Skylark at that . . .

Meanwhile, the man has fled to his space ship and you don't even notice until you hear him slam the door and start the take off machinery.

ACTIVITY SUGGESTIONS

ATTITUDES ON LANGUAGE AND OTHER CULTURES

Suggest to your students that some of them have just been sent to a foreign country. They have new, U.S. government jobs, good salaries, and a perfect climate to live in. But they discover that the people on the staff over there, the "native" co-workers, speak no English at all. Tell them that wherever they are, it is a small area and for several months they will have to stay on the job, going nowhere else.

Ask them what they would do about communicating.

OR, select three students, send them out of the room on some pretext, and when they come back let them find that no one else speaks English anymore. Add to the situation a problem--a car that needs repair, a medical emergency, etc. Or let the three guinea pigs pretend they have come to "run" the other group as directors of an oil refinery, for example, or Peace Corps teachers, or military advisors, or experts to reconstruct an agricultural program. Let them attempt communication. If you wish, you can elaborate on this exercise by handing out to the "native" students a sheet of simple word equivalents "yes-glu; no-ws; car-hoho; good-iki; woozy lalala--I don't know or I don't understand" etc., to fit whatever invented situation you have decided to use.

After the experiment, share with them the reading in this unit on "American Personnel in Micronesia." (See page 45).

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You like-ee soup-ee??

From the Reader's Digest

At a banquet honoring various outstanding scientists, an expensively dressed woman found herself seated next to an Oriental. It was not the dinner companion she might have chosen, but she prided herself on always being gracious. So during the first course, she broke the ice and asked the foreigner, "You like-ee soup-ee?"

A little surprised, the Oriental man looked up, then smiled and nodded. "Ah, yes."

During dinner, they had other, similar little interchanges. Then, after dinner, much to the woman's amazement, the guest speaker was announced--none other than her Oriental dinner companion, who spoke for forty minutes in flawless English.

Smiling, he returned to his place beside her and asked, "You like-ee speech-ee?"

AMERICAN PERSONNEL IN MICRONESIA

Adapted from an article by Gregory F. Trifonovitch, Senior Program Officer, East-West Center Culture Learning Institute, Honolulu, Hawaii

Americans often have an unconscious attitude that the world needs to learn to speak English. Have you ever heard anyone remark, "They don't even speak English there!"? One lady in an orientation program in Hawaii's East-West Center for government personnel said, "I know how to teach them English. I taught mentally retarded children in the states before I came here." There is a feeling among some Americans that other people are not too bright because they don't speak English, and a feeling among too many government officials sometimes that people who speak English are honest, trustworthy, and deserving of military and financial aid.

In an experimental kind of orientation used by the East-West Center for government personnel that will be working in foreign cultures, the new people are put in with natives who really do speak very good English but pretend not to understand. In one such situation, in Micronesia, when faced with roommates and co-workers who seemed to speak no English, different American reacted differently. Most of them launched on a campaign of teaching the "natives" English, and all over the orientation campsite you could hear, "This is a coconut, c-o-c-o-n-u-t," usually said very loudly and very slowly, with much pointing of fingers and nodding of heads. One American lady, rooming with a Micronesian woman, tried for two days to teach her roommate the "proper" language. "What time is dinner tonight?" she asked. Louder and slower: "What time do we eat?" Again, the Micronesian, following her instructions, pretended not to understand. More loudly, more slowly, pointing to her watch, her mouth, her stomach and then the direction of the dining room, the American repeated, "When do we eat?" This time the Micronesian woman held up five fingers. "Oh, 5 o'clock. Very good! Now you're catching on!" And with her smile of triumph, the American lady trotted off, leaving behind her a very irritated Micronesian on the verge of disobeying the instructions not to speak English.

Other Americans did not even try to teach the natives, but instead stuck together, like shipwrecked sailors on an island, and ignored the palm trees and the natives. Only two began to learn the native language.

At the end of the third day a banquet was held, and all the Micronesian staff members could relax and speak English, in which they were all very fluent. You can imagine how some of the Americans felt.